



The  
Individualized  
Education  
Program:  
Partnering  
for Success

*Facilitator's  
Planning  
Worksheet*



**4 hours,  
20 minutes total**

## The Individualized Education Program: Partnering for Success

### Learning Outcomes

- ♦ *Participants will consider multiple perspectives:*
  - *when planning for an IEP meeting,*
  - *during the IEP meeting, and*
  - *while implementing the IEP.*
- ♦ *Participants will reflect on their own practice.*
- ♦ *Participants will identify areas where they can improve the IEP process.*
- ♦ *Participants will identify how inclusion can be supported through the IEP process.*

| Agenda                      | Length                         | Facilitator |
|-----------------------------|--------------------------------|-------------|
| Introduction and Overview   | <b>25 minutes</b>              |             |
| Agree on Ground Rules       | <b>5-10 minutes</b>            |             |
| Partnering for Success      | <b>15 minutes</b>              |             |
| Video Viewing & Discussions | <b>2 hours,<br/>25 minutes</b> |             |
| Part I                      | <i>45 minutes</i>              |             |
| Part II                     | <i>40 minutes</i>              |             |
| Part III                    | <i>40 minutes</i>              |             |
| Large-Group Share-Back      | <i>20 minutes</i>              |             |
| Break                       |                                |             |
| IEP Synthesis Activity      | <b>45 minutes</b>              |             |
| Small-Group Discussion      | <i>35 minutes</i>              |             |
| Large-Group Share-Back      | <i>10 minutes</i>              |             |

## The Individualized Education Program: Partnering for Success

### Icon Key



Chart



Handouts



DVD



Key Point

| Agenda                              | Length     | Facilitator |
|-------------------------------------|------------|-------------|
| Personal Reflection and Application | 5 minutes  |             |
| Wrap-Up                             | 5 minutes  |             |
| Reflections/Continuous Improvement  | 10 minutes |             |

### Facilitation Team

Name/Family Voice

Name/Early Care and Education Voice

or Early Childhood Special Education

Name/Early Intervention Voice

### Presentation

Date/Time

Location

# of Participants

### What you will need:

#### Audio/Visual Equipment:



- ☐ LCD Projector and Screen or TV
- ☐ DVD Player
- ☐ Speakers

#### DVD:



- ☐ *The Individualized Education Program: Strategies for Making It Work and Doing It Well*



#### Charting Equipment:

- ☐ Flip chart and markers
- ☐ Masking tape or pins

## The Individualized Education Program: Partnering for Success



### Handouts (English/Spanish):

- ☐ #1 Learning Outcomes
- ☐ #2 *The Individualized Education Program: Strategies for Making It Work and Doing It Well* – Acknowledgements
- ☐ #3 *The Individualized Education Program: Strategies for Making It Work and Doing It Well* – Guided Viewing
- ☐ #4 IEP Synthesis Activity

## Important Considerations

This is a long session. You may want to plan a break between the activities around viewing the video and the synthesis activity.

The video used in this session has three parts that focus on planning for and contributing to the Individualized Education Program (IEP) meeting, as well as implementing the IEP. Strategies for the IEP process, drawn from real-life experiences, are described in the video, which is intended to help people develop a positive mindset by considering the different perspectives of the various individuals involved in the IEP process.

This video is part of the larger Preschool Inclusion Series, which includes three additional videos:

- *Preschool Inclusion: Working Together to Make It Happen* provides information about the foundations for inclusion from the perspectives of family members, service providers, and administrators from several service delivery systems.
- *Preschool Inclusion: Samantha* gives participants the opportunity to examine inclusion from the perspective of a young girl and her family as she transitions to kindergarten.
- *Preschool Inclusion: Drew* provides participants the opportunity to explore resources that support collaboration for inclusion, particularly when a parent also has a disability.

## The Individualized Education Program: Partnering for Success

The video for this session, *The Individualized Education Program: Strategies for Making It Work and Doing It Well*, is not intended to provide the legal and technical aspects of developing an IEP. A number of resources that explain the law and the technicalities of the IEP are included in the Preschool Inclusion Series Resource List on the supplements page of the Web-based SpecialQuest Multimedia Training Library: <http://www.specialquestlibrary.org>.

In order to effectively guide this session, you need to be familiar with the current reauthorization of the federal law, The Individuals with Disabilities Education Act (IDEA). It is critical that you have accurate information about what is in the law so that you can distinguish the federal legalities from state or local regulations, guidelines, and/or practices.

Make sure you know the specific details of the IEP requirements for the state/locality where you are training.

- All states have their own regulations and guidance for the IEP process.
- Some states also allow local variations in the IEP.
- Remember: states may allow the use of an Individualized Family Service Plan (IFSP) for preschool as a state-wide or local option in lieu of an IEP.

All federal laws and regulations related to IEPs must also be addressed in a preschool IFSP.

Getting a sense of the participants' experience with IEPs will help you guide this session more effectively. You might want to combine an IEP-focused opener with participant introductions. For example, ask participants for one of the following:

## The Individualized Education Program: Partnering for Success

- One word that describes their experience with IEPs,
- The first thing that comes to mind when they think about IEPs, or
- How they would rate their experience with IEPs on a 1–10 scale (1 being no experience and 10 being very experienced).

During this session, you will be asking the participants to form groups, with members within each group representing each of the various roles involved in the IEP process. Either use your favorite grouping strategy for this activity or have each group (gathered by roles) count off by 5's or 6's so that each team will have one person from each role.

This session is related to several sessions in the original SpecialQuest Multimedia Training Library:

- “Developing Family Service Provider Collaboration,” Session 5 in the *Building Relationships with Families* volume
- “Getting Started,” Session 7 in the *Including Infants and Toddlers with Disabilities* volume
- “Transition at Age 3,” Session 9 in the *Including Infants and Toddlers with Disabilities* volume
- All of the sessions in the *Collaboration and Teaming* volume

## The Individualized Education Program: Partnering for Success

Several supplemental resources that would be useful for this session are available on the Web-based SpecialQuest Multimedia Training Library:

- Inclusion Planning Checklist: Home-Visiting Programs (birth–five revision)
- Inclusion Planning Checklist: Center-Based Early Care and Education Programs (birth–five revision)
- IFSP/IEP Comparison Chart (handout)
- IEP Scenario: Yolanda